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| LESSON OVERVIEW | Summary of the task, challenge, investigation, career-related scenario, problem, or community link |
| Anchor Text- Henry and Mudge: The First Book (Realistic Fiction)  Supporting Text – All in the Family (Informational Text) | |
| STANDARDS | Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies. |
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| OBJECTIVE | Clear, Specific, and Measurable – NOT ACTIVITIES  Student-friendly |
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| **ASSESSMENT /**  **EVALUATION** | Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective  Formative / Summative  Performance-Based / Rubric  Formal / Informal |
| **Formative Assessments:**   * Daily Assessment, Corrective Feedback**:** Phonics Error, Correct, Model, Guide, Check, Reinforce * Comprehensible Input: Beginning, Low Intermediate, High Intermediate, Proficient   **Summative Assessment:**   * Unit-Level Performance Task: Research and Media Performance Task * Cummulative Performance Task | |

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| MATERIALS | Aligned with the Lesson Objective  Rigorous & Relevant |
| Tennessee Journeys Common Core Digital and Print Resources:  Interactive Focus Wall  My Write Smart  Student Hard Copy & ebook  Interactive Whiteboard Lessons  Destination Reading Activities  Grammar Snap Videos  Leveled Readers | |
| **ACTIVATING STRATEGY** | Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions. |
| Essential Question: What is a perfect Pet?  Hook, Teacher Read Aloud: The Perfect Pet | |
| **INSTRUCTION, GUIDED & INDEPENDENT PRACTICE** | Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension |
| Day 1 Day 2 Day 3 Day 4 | |

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| **CLOSURE** | Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting |
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| **CROSS-CURRICULAR CONNECTIONS** | |
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| **NOTES:** |  |
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